

### SAGES (Seminar Approach to General Education and Scholarship) Learning Outcomes

Program Mission	Level Objectives	Course Learning Outcomes (Students will be able to...)
<p>SAGES uses seminar-based instruction to teach students how to use the skills of academic inquiry, to think critically and ethically, to find information, and to communicate their ideas in writing and other media effectively. Its sequence of courses builds core academic skills, introduces discipline-specific concepts and methods, and then culminates in a capstone experience that demonstrates students' ability to apply what they have learned.</p> <p>This mission is achieved through a commitment to five core student learning outcomes:</p> <p>ACADEMIC INQUIRY</p> <p>CRITICAL THINKING AND ETHICAL DELIBERATION</p> <p>RESEARCH AND INFORMATION LITERACY</p> <p>PERSUASIVE WRITING</p> <p>ORAL AND NEW MEDIA COMMUNICATION</p>	<p><b>(First Seminar)</b> To enable students to contribute to general academic conversations by establishing facility with core academic skills.</p>	<ul style="list-style-type: none"> <li>• Participate in an academic conversation by contributing insightful, relevant ideas.</li> <li>• Consider differences in values and assumptions to think critically and deliberate ethically.</li> <li>• Read, summarize, and apply scholarly concepts and information.</li> <li>• Write clearly and persuasively.</li> <li>• Effectively communicate information orally and/or through new media.</li> </ul>
	<p><b>(University Seminar)</b> To enable students to contribute to general academic conversations by establishing expertise with core academic skills, including the ability to do independent research.</p>	<ul style="list-style-type: none"> <li>• Participate in a variety of academic conversations by contributing insightful, relevant ideas.</li> <li>• Consider differences in values and assumptions to think critically, deliberate ethically, and respond articulately to questions/problems.</li> <li>• Research and apply scholarly concepts and information.</li> <li>• Write clear, insightful, persuasive, research-based, and appropriately documented argumentative essays.</li> <li>• Effectively communicate information through oral and/or new media presentations.</li> </ul>
	<p><b>(Departmental Seminar)</b> To enable students to contribute to discipline-specific academic conversations by establishing facility with the specific concepts and methods of their chosen discipline.</p>	<ul style="list-style-type: none"> <li>• Participate in disciplinary conversations by contributing insightful, relevant ideas.</li> <li>• Consider differences in values and assumptions to think critically, deliberate ethically, and respond articulately to discipline-specific questions/problems.</li> <li>• Research and apply discipline-specific scholarly concepts and information.</li> <li>• Write clear, insightful, persuasive arguments using discipline-appropriate forms and conventions.</li> <li>• Effectively communicate information through discipline-appropriate oral and/or new media presentations.</li> </ul>
	<p><b>(Capstone)</b> To enable students to apply their scholarly skills and knowledge in a capstone experience that contributes to the solution of a pressing question or problem.</p>	<ul style="list-style-type: none"> <li>• Complete a capstone project that articulates insightful, relevant ideas that contribute to the solution of a vital question or problem within a discipline.</li> <li>• Consider differences in values and assumptions to think critically, deliberate ethically, and respond articulately to a chosen question/problem within a discipline.</li> <li>• Perform original, independent, discipline-appropriate scholarship and apply it to a question/problem within a discipline.</li> <li>• Use a discipline-appropriate form to write a clear, insightful, persuasive, research-based, and appropriately documented argument that responds to a question/problem within a discipline.</li> <li>• Effectively communicate information to a public audience about one's scholarship through discipline-appropriate oral and/or new media presentations.</li> </ul>

## Definitions of SAGES Student Learning Outcomes

**ACADEMIC INQUIRY. Upon completion of the SAGES program, students should be able to pose a question or problem relevant to an academic discipline and independently use knowledge to answer or solve it.** Academic inquiry is founded on the ability to identify questions and problems that engage others. It includes the ability to apply appropriate theories and methods of investigation, ones capable of producing insightful ideas that help answer a question or solve a problem relevant to an academic discipline. In addition, academic inquiry is attended by certain attitudes: passion for learning, a sense of agency, an appreciation of deep rather than surface knowledge, and a willingness to reflect on and assess one's own learning.

**CRITICAL THINKING AND ETHICAL DELIBERATION. Upon completion of the SAGES program, students should be able to think and act with an awareness of their own values and reasoning, as well as an appreciation of the perspectives of others.** Critical thinking starts with the ability to formulate questions and problems clearly and precisely. It also involves the ability to identify the assumptions that frame our thinking and determine our actions, as well as to gauge the degree to which those assumptions are accurate and valid. Critical thinkers are able to look at ideas and decisions from multiple perspectives, and consider open-mindedly the assumptions, implications, and practical consequences of alternative systems of thought. Based on this information, they derive well-reasoned conclusions and solutions, testing them against relevant criteria and standards. This awareness of one's own values and assumptions, combined with an appreciation of the different perspectives of others, forms the basis of ethical deliberation. By developing a coherent ethical framework and considering the likely consequences of a proposed solution as viewed by different value systems, ethical thinkers can make justified, autonomous choices about matters of the human good, of social justice, or of natural value, and do so with self-awareness and clarity.

**RESEARCH AND INFORMATION LITERACY. Upon completion of the SAGES program, students should be able to independently research and evaluate information to answer a question or solve a problem relevant to an academic discipline.** This ability originates in the determination of the nature and extent of information needed to answer a question or solve a problem. It includes the skills needed to find, access, and evaluate that information critically, as well as to use it effectively and ethically in support of an answer or solution to a question or problem. In disciplines where inquiry depends on the generation and quantitative analysis of raw data, this outcome assumes that all students should understand how to use data once it has been processed into information.

**PERSUASIVE WRITING. Upon completion of the SAGES program, students should be able to write a clear and persuasive argument in support of an answer to a question or a solution to a problem.** In an academic setting, all effective communicators are able to express their ideas in writing. The emphasis that SAGES places on open-ended inquiry and critical thinking requires that students be able to articulate and defend an argument that supports an answer to a question or a solution to a problem. Effective communicators are able to express their ideas with an awareness of purpose, as well as how to engage both discipline-specific and broader audiences. In addition, although there may be variations in disciplinary conventions for writing genres and formats, persuasive academic writing demands that the explanation or defense of a proposed answer or solution use a coherent thesis to govern the structured and clear presentation of a persuasive argument based on reasons and evidence.

**ORAL AND NEW MEDIA COMMUNICATION. Upon completion of the SAGES program, students should be able to communicate information in a clear and coherent formal oral or other media presentation appropriate to an academic discipline.** In addition to being able to write persuasively, effective communicators can express their ideas using a range of disciplinary-appropriate media (e.g., discussion, oral presentations, posters, websites, videos, multimedia presentations, mobile apps) and genres (e.g., technical reports, funding proposals, ethnographies, journal articles, reviews). As with academic writing, effective communicators organize the presentation of ideas with an awareness of purpose and audience, and use their understanding of the medium and genre being used to ensure delivery of a clear central message.